

A N  
 ACCOUNT  
 OF THE  
 ACADEMY

At HEATH, near Wakefield, YORKSHIRE.

Its SITUATION, RISE, PRESENT STATE, DISCIPLINE, Terms for BOARDING and TEACHING; and the Particulars of the ARTS and SCIENCES, &c. Taught there.

TOGETHER WITH

The USEFULNESS of each BRANCH of EDUCATION; and the Manner of cultivating the Minds of YOUTH there.

*Discite, ——— et Causas cognoscite Rerum,  
 Quid sumus, et quidnam visuri gignimur; Ordo  
 Quis datus; aut Metæ qua mollis Flexus, et unde.  
 ————— quem te Deus esse  
 Jussit, et humana qua Parte locatus es in Re.*

PERSIUS.

---

B Y  
 JOSEPH RANDALL, \*  
 MASTER of the said ACADEMY.

---

L O N D O N:

Printed in the Year, M, DCC, L.

ACCOUNT

ACADEMY

OF THE

INSTITUTION, THE  
CHURCH, THE  
AND THE  
SCIENCE



THE

OF THE

LONDON

Printed in the Year MDCCLX



A N  
ACCOUNT  
OF THE  
ACADEMY, &c.

A DESCRIPTION of the VILLAGE.



HIS *Village* is much taken Notice of, for its healthful Air, and the delightful Eminence of its Situation. If Youth cannot be too much kept out of the Reach of the Infection of Vice, 'till they have gain'd some Steadiness and Maturity, and are habituated to the sincerer Pleasures of Science and Sobriety; and 'till they may be more able to make Resistance against the Corruptions of the Age, and the Strength of their own natural Inclinations; If this be the Case, this *Village* is happily retired from those Temptations, which Youth are expos'd to in Towns.

As an Instance of the Goodness of the Air, and other concurring Circumstances, it may not be impertinent to observe, that from the Beginning of the Undertaking in the Year 1740, to this Time, not one of the Pupils has died here.

THE Gentlemen's Seats, and other Houses, form a Square, a Side whereof may be near Three Hundred Yards. In the Center of this Square is a handsome

B

Bowl:



#### 4 *An ACCOUNT of the*

Bowling-Green, belonging to the Gentlemen of the *Village*.

ON the West of the Town, at the Distance of about Two Hundred Yards, in a Park, stands an *Antient* and *Stately Hall*, the Seat of a Baronet.

BELOW this glides a Serpentine River, which makes its Way over a pleasant Valley, border'd with gently-rising Hills. To this River the young People resort in the fine Season to bathe, under the Care of one of the Masters; but at other Times they are not allow'd to go thither.

IN this Valley, or rather on the Descent of a Hill, about a Quarter of a Mile from this *Village*, stands the Parish Church, which is very neat, being adorn'd with good Painting and handsome Monuments.

THROUGH an Opening in the *Village*, appears a dry Heath, about a Quarter of a Mile in Length, and something better than Half in Breadth: And below that is a Common of about Three Times the *Area* of the Heath.

#### *A DESCRIPTION of the ACADEMY.*

THE *Academy*, which is a spacious Modern Structure, stands in a Side of the Square of the *Village*; behind this House appears a Wood, the River, Valley, and neighbouring Hills, which bound the Latter.

IN the lower Rooms of a large House, at the Distance of about Eighty Yards from the *Academy*, are the Schools for the Languages; in three of which Rooms the Classics are taught, by Three Masters, each having his own Pupils,

AT the Distance of about Forty Yards from thence, stands a large School, in which the Mathematics are taught, and likewise the Parts of Education necessary for Business.

VERY near the *Academy* stands another Building, in which are taught *Music*, *Dancing*, and *Fencing*; and here also, the Whole Body of the Pupils dine together.

IN a large Room, in the *Academy*, is the Public Library, consisting of Books in every Branch of Learning: And here also is the *Apparatus*, and thither the Pupils resort to the Lectures and Experiments in *Astronomy* and *Philosophy*.

THE



## ACADEMY at HEATH. 5

THE Chambers of the *Academy* are handsome, and very airy; in them the young Gentlemen lie Two in a Bed: And there are, in a detach'd Building, Six more private Rooms besides the above, for those who are willing to be at the Expence.

### *The RISE and PROGRESS of the ACADEMY.*

IN the Beginning of the Year 1740, a Boarding-School was begun, and carry'd on in this *Village*, for the Instruction of Youth, in different Parts of Education, by the present Undertaker and Assistants.

THE Pupils growing very numerous sometime after, the whole Circle of Arts and Sciences, the common Branches of Education, Languages, and every genteel Accomplishment, were introduced; and a proper Number of Masters were engag'd, to carry on, and support with Credit, the different Parts of the Undertaking.

### *The Present State of the ACADEMY, with a Short Account of each Branch of EDUCATION Taught there.*

IN the different Schools of this *Academy*, Ten Masters and Assistants are employ'd in forming Youth for the different Scenes of Life.

AND, in General, those Branches which are essential to a Man of Business, a Gentleman, an Officer of the Army and Navy, or such as are design'd for the Universities, are carried on as well as those Accomplishments, which are so many Embellishments to their other Knowledge, and which often introduce Youth to the Notice of the better Sort of the World. — But to be more particular on the most useful Branches.

THE laying the Foundation of Grammar, in that of the *English* Language, must very much facilitate the Learning of the *dead Ones*; not only as the Essential Parts of Grammar, in all Languages, have a near Relation to each other; but also as the true Test of rightly understanding the Writers, in any foreign Language, is a Propriety and Fluency in rendering them into *our own*. And this nothing is so likely to procure us, as the Studying our Mother Tongue grammatically; and a constant Reading, at proper Times, of such Authors as have sig-

## 6 An ACCOUNT of the

naliz'd themselves, by the Purity of their Expressions, as well as their successful Imitation of the *Antients*.

The Youth here, before they enter upon *Latin*, are initiated into the easier Parts of *English Grammar*; and, in Proportion as they advance in the *Latin* Historians, in order to understand the Stile, Turn of Expression, and Manner of Writing, us'd by those Authors, they are instructed in the Knowledge of their Native Language, in the Study of the History of *England*, to give them an Ease and Fluency in rendering the *Latin* Historians into the *English* Expression. Such Rules in *English Grammar* only are explain'd and taught, which are necessary to introduce Youth to a general Knowledge of the Construction of the Language, made Use of by the best *English* Historians; and this till Youth are put upon Reading Antient History in *English*, and the fine Compositions of the Writers of our own Nation: They are then taught the more difficult Rules of the Construction of the *English* Language, and which are then explain'd, and deliver'd by Way of Lecture.

Those of the Pupils who are not design'd to learn *Latin*, are regularly carried on also in the Study of the History of *England*: After they have laid the Foundation in the most easy Principles of Grammar, and advanc'd through Classes of *English* Historians; they are also put upon reading Antient History, and the Compositions of the celebrated *English* Poets; and are finish'd in the more difficult Rules of the Construction of the *English* Language, which is explain'd and taught them by Way of Lecture likewise.

And here it may be observ'd, that the Pupils are regularly class'd in the History of *England*, according as it is more or less difficult, or suited to their different Abilities and Apprehensions. And before a Youth can be advanc'd, from the lower to the higher of these *English Classics*, whether he studies the Antient Languages or not, he must give public Demonstration, that he can read his *English* Author in a becoming Manner, with proper Pronunciation, a graceful Attitude of Body, and, *viva voce*, give an Epitome of the Author. And in order hereto, he will be try'd and instructed in a less public Manner, to prepare him to undergo an Examination, before the whole Body of the Academy. If he passes a  
good

## ACADEMY at HEATH. 7

good Examination, he receives the Rewards and Compliments due upon the Occasion, and of Course leaves his Class immediately, and is advanc'd to a higher. But if he be found deficient, he is turn'd back and rank'd with those who, before that, were below him, to go over the same Author again. And if he is turn'd back a second Time, he meets with that *Disgrace* his Behaviour deserves, provided it be his own Fault, and not Want of Ability, or Qualification in other Respects.

The Pupils whether they learn *Latin* or not, continue to study an Epitome of the History of *England*, drawn up for their Use, and the Description of the different Counties thereof, under the Instruction and Direction of two of the *Latin* Masters, and till they are capable of making an Epitome *viva voce* of the Class, which contains an Introduction to History Antient and Modern, drawn up also for their Use; and till they have, previously hereunto, taken a general Survey of the Globe of the Earth consider'd as a Map. And this last Class immediately precedes the *History of England more at large*; to this succeeds the first Class of *Antient History*, which begins from the earliest Account of Time; and so thro' several *Classes*, takes in a long Chain of Events, and proceeds regularly down to *Modern History*. And these Classes are succeeded by those of the celebrated *English Poets*, as far as they may and ought to be taught Youth; either to facilitate the Study of the *Antient Poets*, or to finish Youth in the Delicacy of Poetical Expressions in their *Mother Tongue*.

But as such a useful Course of *English Learning* cannot be completed in the *three Latin Schools*, consistently with the *professed Business* of the Masters of the *Antient Languages*, a Gentleman, well recommended from the University of *Cambridge*, and a Fellow of a College there, finishes Youth, at their leisure Hours, in the Study of the *Belles Lettres* in their *Mother Tongue*. And this Gentleman begins with Youth, where the other Masters leave them; for he takes them when they have gone over the *Class*, which contains the Introduction to *History Antient and Modern*, and enters them in the *History of England more at large*; and so thro' the first Class of *Antient History*, carries them regularly on in all the *Classes*, as they are appointed; till they come to *Modern History*, and are finish'd off in a *Critical Review* of the *History of England*, and in  
the



the *Classes* of the celebrated *English Poets*. Still observing to them the *Grammatical Construction* of the Text, and shewing those who study the *Learned Languages*, wherein the Propriety of Words and Expressions consists; and how far our *English Idiom* differs from the *Latin*. And, as was mention'd before, his Pupils must pass public Examination, and that *more strictly*, as to their Manner of Reading in Public, their Pronunciation, graceful Attitude of Body, the Justness of their Epitomes of the Historians; the Method of contrasting the Virtues and Vices of the principal Persons; their Remarks on the Construction, Propriety, and diffusive Expressions of the Authors; and their Judgment of the fine Performances of the best *English Poets*.

It is really a Defect in Education, that Youth are not taught more of the History of their own Country, but should be suffer'd to remain quite ignorant of the most interesting Events therein. The *Greek* and *Roman* Histories, indeed, contain a Series of the noblest Events that ever happen'd; but still they are not so much the Concern of the *British* Youth, as the Transactions that relate to their own Country. Next to the Histories of the *Greeks* and *Romans*, which raise our Admiration; there is no Nation which affords a greater Variety of Important Events than *England*, and which undoubtedly affect the tender Minds of Youth with Joy or Grief, in a more sensible Manner, as these Passions are much stronger, when they are rais'd from Circumstances that have happen'd to their Predecessors.

In such a Study they may have pointed out to them the Brittleness of Human Affairs.—That scarce an Age has past, from the earliest Account to the present Times, without some remarkable Struggle, either between King and People for Prerogative and Liberty, or between Competitors for the Crown itself.—That though there is not a Nation in *Europe*, which from the Advantages and Excellencies of its Government, might have promis'd itself more firm and lasting Repose than *England*.—Yet perhaps there is no Kingdom which has suffer'd so much from the many strange and various Convulsions.—That in our Constitution the Prerogative of the Prince, and the Liberty of the Subjects are so equally balanc'd, that there seems nothing wanting which is essential to the Security of either.

## ACADEMY at HEATH. 9

As the History of our own Affairs is then so absolutely necessary, and according to the Method of Education in the polite Parts of *Europe*; I have contributed my Endeavours to attain this Important End, by having it *professedly taught* to the Youth here, even from their more earlier Years, that it may grow up with them; and with this Study, the Description, or the Geography, of the different Counties always goes Hand in Hand. By these Means young Gentlemen, when they travel Abroad, may shelter themselves from that shrewd, but too true, Reflection on the *English*, "That many take great Pains to visit, and be acquainted with *Foreign Countries*, but few know any Thing of *their own*." History has its *Principles*, its Grammar, as I may say; and the most proper Time to learn those *Principles*, or fix them upon the Mind, is undoubtedly in our earlier Years, when we are the least sensible of the Fatigue of committing Things to Memory.

And as young Gentlemen of Fortune grow more and more up to Man's Estate, by going through Classes of the History of our own Affairs, adapted to their Abilities from Time to Time, this Study will not only render their Conversation more agreeable, and them more judicious in public Affairs; but also furnish them with such a Store of Historical and Political Knowledge, as will prove an inexhaustible Source of *Forensic Eloquence*.

And in order to render *Eloquence* habitual, just and natural, the utmost Endeavours will be us'd, to qualify the Pupils here, to *speak in Public*, when they arrive at a proper Age and Knowledge; to *declaim extempore*, by proposing both *real* and *imaginary* Topics of Debate. In short, to endeavour from their earlier Years, that *Eloquence* may grow up with Language, and that a public Oration may be spoke with as much Ease as a private Narration; extempore *Eloquence* being nothing else than the having a competent Stock of Ideas, a just Method of arranging them, proper Words to express them, and a becoming Pronunciation and Address, in the Delivery of them.

These Things then being necessary in the Education of Youth of Fortune; and the Duty of my Station laying me under an indispensable Obligation to plan, and to take Care, that such a System of Education be carried  
into

into Execution, as appears most conducive to the general and particular Advantage of Youth; I have supplied what is wanting in the prevailing Methods of Education throughout the Kingdom.

IT may not, perhaps, be improper, to give the Reader a general Idea of the Method observ'd here, in teaching the Learned Languages; especially as there are such different Ways us'd in Places of Education throughout the Nation, and so much Disagreement among Writers on this Subject.

THE Foundation is laid in *Latin* Grammar, but with this Caution, that those Rules of Syntax only are explain'd and taught, which are necessary to introduce Youth, to the usual Helps of making *Latin*; and this till the Pupils understand the *Latin* Historians, commonly us'd in Schools. But if any thing should occur in their Lessons, which their Rules will not reach; such Difficulties are taken Notice of by the respective Masters accordingly, and mark'd for the Youth's further Review. After this, the Study of Grammar is prosecuted, as it may become necessary in Authors more intricate, and which require the more uncommon and difficult Rules, to explain some Niceties in the Construction of the Text, and to enable Youth to write elegant Classical *Latin*.

WHEN they have read and well understand the usual Prose Writers, taught in public Schools, then, and not before, they begin the Poets. It is of Consequence, when a Youth is thus far advanced, previously to consider, whether he has any Taste for Poetry; which may be, perhaps, discover'd while he is under the Instruction of the *Professor of the English Language*, studying the poetical Stile, in those charming Performances of the celebrated Poets of our own Nation. If their Eloquence, Epithets, and smooth Stile; noble Images and Descriptions of Nature, do not warm his Imagination, or inspire him with glowing and diffusive Ideas: If he discovers, on the contrary, a calm Indifference to the Charms of the Language of Poetry; notwithstanding all Attempts to fire him with the Beauties of the *Roman* and *Greek* Poets; we may suppose, that the Stile and Thoughts of those celebrated Antients are above his Taste for that Time: And it were much better to adapt his Education accordingly.



## ACADEMY at HEATH. 11

A YOUTH of a good Memory is requir'd to repeat those Passages in the Poets, which excel in Thought and Expression; and which may answer future Designs, and the general End of Education. And if he discovers an excellent Taste, has a proper Turn of Thought, and a diffusive Expression; he is then put upon composing *Latin Verses*, making *Latin Themes* and *Declamations*, but not otherwise.

WHEN a Pupil has read, and well understands, what is sufficient of the Fabulous History in *Ovid* and others; and has succeeded in the Study of *Virgil*, then, and not before, is he in good Earnest put upon the *Greek Language*.

THE Method of advancing a Youth from the Lower to the higher *Latin* and *Greek* Classes, is this. As a Test, as was observ'd in the *English* Classics, that he is duly qualified to be advanc'd, he must undergo a public Examination, on a Day appointed, for all the Pupils in his Class, to offer themselves Candidates for a higher Class: If he passes Examination, he receives the Rewards and Honours due on the Occasion. But if he desires a public Examination before the Day appointed is come, and passes; the Rewards and Honours to be conferred on him, are double; and he of Course leaves his Class immediately, and is advanc'd to a higher.

YOUTH nearly of the same Genius are class'd together; otherwise those, who are left far behind, would be greatly discourag'd in their Attempts to follow. But when they are pretty equal in their Abilities and Taste; then, as Diligence and Industry are in every one's Power, the slothful Boy ought to meet with that *Disgrace* so odious a Vice deserves. — Especially, when equal Pains are taken, to inspire the whole Class with the Sense of the Author, and a Taste for his Manner of Writing and Beauties. — And the Connection shewn them, between the Lesson they are upon, and what precedes it; by which they may all remember what is past, and may in every Page observe something new and entertaining; and which may be of Use in what they are still to learn of that *Author*, and when they come upon their public Examination. The slothful Boy being particularly told, that an Emulation to excel, as it raises a laudable Ambition, will proportionally increase his Pleasure, and happily fix his Resolution and Attention.

and give him a speedier Introduction into a higher Class. — That every Difficulty will daily lessen; and that then of his own Accord he will extend his Views, and aspire beyond the narrow Limits of a single Lesson; and then obtain, what he has been so long striving after, such a Knowledge of the Learned Languages, as may enable him to read those inestimable Authors, with Ease and great Delight. But if he is insensible to all friendly Admonitions, Reproofs, *Disgrace* and the Entreaties of his Friends to exert himself; it were, for that Time, better to let him fix himself upon those useful Parts of Education, more suitable to his Inclination: And his own good Sense, at last, may determine him vigorously to pursue the Study of the Classics, so necessary to the Character of the Gentleman and the Scholar.

We will now suppose a Youth to be design'd for the University, and to have Abilities equal thereto, to go regularly over the Classics, and to gain those Treasures of Knowledge therein contain'd. In the next Place, let us consider those Pupils who are appointed for Trade, and have the same Abilities, with those above, for the Learned Languages. The Time they usually go off to Business is about the Age of fifteen or sixteen. In this Case such a Youth may be brought up in the Study of the *Roman* Historians and Poets, the *Greek* Grammar, and the *Greek* Testament, in their Order; and will have Time enough upon his Hands from eight or nine Years of Age, to acquire as much of *this classical Knowledge*, as will be of Consequence to him, provided his Diligence is equal to his Abilities. Then indeed he may make such a Progress, at proper Hours, in those *Parts of Education*, which are necessary for *Business*, if he has a Genius for them, as may, added to his *Classical Learning*, and other *genteel Accomplishments*, enable him to make a good Figure in the Commercial World, and distinguish him among the polite Part of Mankind.

BUT a great Part of Youth, in classical Learning, discover Abilities, which may be reckon'd a Medium between good and bad; these, by being allow'd a proper Time, and having discerning and diligent Teachers, and by much Industry in themselves, may be qualify'd for the University. But if those of this Class are design'd for Trade, they may, notwithstanding, have Time to be finish'd in the *Roman* Historians, and the easiest

## ACADEMY at HEATH. 13

easiest of the Poets, but ought not to meddle with *Greek*. During this *Course of Learning*, they may also, at proper Hours, apply themselves to those *Parts of Education* essential to Commerce.

Another Class of Youth, shew a Genius between the last and those of little or no Abilities for *Latin*. A Youth of this Sort, design'd for Business, may be made perfect in the easiest of the *Latin* Historians, but no more; and ought to apply himself to those Branches which are requisite in the busy World, and to which in all Probability he may discover a suitable Genius and Taste; however he may to some of them, as it seldom happens that a Boy is dull in every Thing. And where the whole delightful Circle of Sciences and Accomplishments offers itself to his View, there he may be tempted to try different Parts, till his Genius fixes him upon his true Bias, his favourite Study.

THE last Class of Youth I shall mention, are those, who discover little or no Genius to learn *Latin*; and whose Parents are even anxious to bring them up in the Study of the Classics. In this Case, particularly, Parents are to be treated with Honour, and the plain Truth told; that Youth may be instructed in those Branches of Education, more suited to their Capacities and Inclinations, and the Stations of Life, to which they seem best adapted, at that Time, which may not in general be difficult to discover.

THERE is undoubtedly much Knowledge, to be found in the *Latin* and *Greek* Authors; but then, tho' Youth of this Class have not Strength to make themselves Masters of these strong Barriers, yet the *English* Language is open to them; and by that Means, they may enter, and enrich themselves with much Treasure. They may be instructed in History, Mythology, and the fine Compositions of the *English* Poets; which will be to them instead of the *Belles Lettres* of the celebrated Antients. — They may be instructed in the Use of Maps and Globes; in the most easy Parts of Astronomy by the Orrery, and in the easy Parts of Pneumatics; all which may be taught them, as appears from daily Experience, by the youngest, of the slowest Capacities, entering so easily, and with so much Eagerness, into those engaging and useful Parts of Education. And as these Articles are learn'd at leisure Hours, Youth



of this Class may employ all their Time in the usual Hours of Teaching in the Schools, in those Articles that are absolutely necessary in Trade.

IT does not I presume, admit of a Question, which of the two is the best Method of Education, for a Youth of this Class; in the above Plan, or when the Youth is tormented, many Years, with *Latin*, to which he has not been equal; and at last through Darknes, Sorrow, and quite dispirited, he arrives at fourteen or fifteen Years of Age, having pass'd through the dismal Scenes of *Grammar*, *Cordery*, *Erasmus*, and *Cornelius Nepos*: To all which he is in a Manner a Stranger, as well as to his Mother-Tongue, being not so much as able to spell or write common Sense. This is not to educate Youth, and prepare them for the Public, and so make them useful to themselves and others.

AND that this is frequently the Case with many Boys, every Teacher throughout the Kingdom knows; but some are unwilling to afflict their Parents with bad News, as perhaps they would call it, till they are requested to give their Opinions; others keep hoping that the Youth's Genius may open, till it is too late: And then the Boy must begin a Course of Education, just at an Age, when he might have been nearly fit to be put to Business.

I SHALL mention another Case which is frequently to be met with in Boys; and it is this. A Youth design'd for Business may have a Genius for the Classics, and yet be very dull at Figures; and what is still worse, make little or no Improvement in Writing for Want of Taste therein. But as these two Articles must be cultivated with the greatest Care, a tolerable Knowledge in the one, and Readiness in the other, must be obtain'd at any Rate. It is therefore prudent to try the Youth betimes, in order to find what Talent he has for these two useful Parts of Education. And, if upon due Trial, he does not discover what is sufficiently promising, it were much the safest Way, to cultivate those Branches, as much as possible, from his early Years to the Time of his going to Business; lest it be too late, at the usual Time of beginning those Articles, to finish Youth for Trade. But if upon Trial, in his early Years, he discovers a Readiness in one, and an Aptness in the other, after the four first Rules of Arithmetic, and what is sufficient to write his Exercise, those two Parts may be postpon'd,

## ACADEMY at HEATH. 15

as long as the Teacher shall think prudent. And in general it were much the safest, let the Genius of the Youth be what it will, for the dead Languages, or whether he be design'd for Business or not, to exercise him betimes, by Way of Caution, in Writing and Figures, and not to run any Hazard, in Matters of such Concern to himself and his Friends.

If the Youth be design'd for the University, and be thus examin'd; when he discovers an Inclination and Capacity, not only for Languages, but also for Numbers, the last ought to be carefully cultivated also, from Time to Time, as he grows up. For thereby a good Foundation may be laid for *Mathematical Principles*, while at School; and be enabled to attend the *ordinary Lectures* in the Mathematics and Natural Philosophy, in the Universities, to great Advantage; and may shine among the foremost of his Year, as those Keys will, with great Ease and Pleasure to himself, open to him many noble Truths; and without which, the latter are often intricate, and beyond his Penetration.

I would not be understood, as if I had any Intention to dictate to Teachers in other Schools of the Kingdom; what I have said is only design'd to acquaint Parents with the Constitution, and also the Practice of this Academy in the Important Affair of Education.

DURING the Course of what is usually call'd School-Learning, Youth are furnish'd with all the necessary Prerequisites for pursuing the different Kinds of Study, by the Time they are of proper Age to be admitted in the Universities; and enter upon them there with a Relish for Knowledge, and a polite Turn of Genius and Taste.

THE *French* Language is an Accomplishment which no Gentleman should be content to want: If we consider the Universal Reception of that Language, the numberless, useful, and agreeable Writings of that polite Nation; or what is more to our Purpose, the Masterly *Criticisms* upon the *Antients*. These therefore not only deserve to be read, if the Classics they explain in so curious a Manner deserve to be so; but to be read as soon as possible, that the Mind may be inur'd betimes to discover the Beauties of fine Writing.

As for *Geography*, *Geometry*, *Astronomy* and *Chronology*, I shall not here consider them, with regard to their intrinsic Merit; but as some Acquaintance with them  
tends

tends to illustrate those other Parts of Learning, which the earlier Years of Gentlemen are principally devoted to.

AND, with respect to the *Former*, How is it possible, without it, to read the great Revolutions of States and Empires; to trace the Conquests of a *Cyrus*, or an *Alexander*, and the Progress of the *Roman Eagle*, with Understanding?

As for *Chronology*, as its Theory has so close a Connection with practical *Astronomy*, and on another Side with *History*, it ought by no Means to be omitted; especially, since a general Acquaintance with it will be, at leisure Hours, when join'd to its Kindred Parts of Science, very easily attainable.

He that would reason well, must read *Geometry*; for if intermediate Truths were pursued in the Way familiar to Students in this Science, we should arrive at greater Evidence and Clearness than we are apt to imagine.

ASTRONOMY very much improves the Mind, and, by its delightful Speculations, increases the Force and Penetration of the Understanding; assisting our Apprehensions of the Immensity of the Supreme Being, the Magnificence of his Works, and his incomprehensible Omnipotence.

As to *Natural and Experimental Philosophy*, or the *Phænomena* of Nature, her Laws, and Operations, with the Manner, in which these Subjects are, and may be made subservient to the several Uses and Purposes of Life, it cannot be too soon shewn to Youth, and impress'd upon their Minds.

THIS Part of Education has very deservedly been recommended, and that in the strongest Manner, by the finest Writers of the Age; in order to store their Minds with such useful Knowledge; thereby opening and enlarging their Views of Nature, as well as inspiring them with becoming Sentiments of the Creator, and supplying them with what is deficient in the Training up of Youth, according to the more prevailing Methods of Education.

WHATEVER is by Experiment made the Object of their Senses, leaves a deeper Impression on their Minds, besides exciting their Curiosity, than Instructions in any other Way, and makes the Subject more intelligible than Words can do.

AND



## ACADEMY at HEATH. 17

AND as these Experiments are conclusive, Youth receive full Satisfaction from those Truths, which have been found out by Mathematical Deductions, that are often deep and intricate, and beyond the Penetration of the greatest Part of Mankind.

THOSE Pupils, who are design'd for ingenious Trades, will have the Pleasure, by this Means, of being inform'd of what Consequence these *Philosophical* Principles are: They will have the Pleasure of applying them, rightly, to those particular Branches of Art and Manufacture, in which they may be engag'd, in the future Course of their Lives.

AND those young Gentlemen, who are to act in higher Spheres, cannot fail herein of the most genteel, and most agreeable, because the most rational, Entertainment of human Life. By this Means, they will be inform'd of those great Discoveries in Nature, which have so much, of late Years, taken up the Attention of the Learned.

THE Pupils here consist of Natives of all the three Kingdoms, and of several Foreign Parts: They are of all Ages from Man's Estate to Eight Years of Age.

ONE Hundred and Thirty young Gentlemen, Two in a Bed, very commodiously lodge in the *Academy*; and as this is the *Complement*, so it has been for some Time *complete*: And as these are continually going off, others are admitted.

BUT when there is *no Room* in the *Academy*, Youth may be boarded in the *Village*, at the Houses of those who take Boarders; and *not otherwise*. These Out-Boarders are to pay the same *Entrances* to the Master of the *Academy*, as are mention'd in the *Proposals*; and they are to pay no more for their Education, than those who board with him: They must likewise be under the same Government, Discipline, and Restrictions as the rest are.

AND here it may be proper to ascertain the Number of these Out-Boarders, and the full Complement of Pupils; that the Public may not think, either the Number of the whole Body of the Pupils may be too numerous for the Teachers, or that proper Care may not be taken of them in other Respects.

THE Complement then of Boarders in the *Academy*, as before, is One Hundred and Thirty; to which we must add those Gentlemen, who have, and may have, private Rooms. And as some of these admit of Bed

fellows

## 18 *An ACCOUNT of the*

fellows to lessen the Expence, we may reckon their Number to be Ten, one Time with another.

AND while the *Academy* keeps up its Complement, the Number of the Out-Boarders *shall* be Thirty, or thereabouts.

THE Plan, then, of this Undertaking is capable of One Hundred and Seventy Pupils; (*which Number shall not be exceeded*) under the Instruction, Care, and Conduct of Ten Masters and Assistants. And as it has hitherto been the Practice to procure such Teachers, as are every Way qualified; so the Public may be assur'd, that upon any Change of Masters, others, eminent in their respective Professions, shall succeed them.

### *The DISCIPLINE of the ACADEMY.*

AS Youth are enter'd here in a State of Minority, for their Improvement in *Virtue* and *Knowledge*; and as their Inclinations and Passions, as they grow up, begin to shew themselves in that difficult and hazardous Time of Life: In these Circumstances, it may not be improper to observe, that the *Rules* of this *Academy* are calculated to promote *Virtue*, *Sobriety*, *Honour*, *Justice*, and *Good Order*.

FROM hence Youth may be taught to have a proper Regard to the *Laws* of their Country: In the Observance of which, the Peace and Happiness of the Nation will be found to consist.

FOR if these *Rules*, tending to those *Principles*, be well impress'd upon the Mind of a Pupil, the Influence of them will not only reach his Friends, but be diffus'd also thro' all the Contracts, Promises, Trusts, and Engagements of his future Life.—But to be a little more particular.

IT is of the utmost Importance to form Youth to the Beauties of the Christian Dispositions of Humility, Meekness, Temperance, and Universal Benevolence to all Mankind: To guard them against a violent Zeal for any particular Opinion; on the contrary they should be possess'd against all Manner of Harshness and Narrowness in judging others; since the Great, the Wise and the Pious, have in all Ages differ'd, and ever will differ, in some Particulars of Religion.

THEY ought to be inspir'd with the Love of their Country and of Liberty; and consequently with what-  
ever

ever concerns the Interest of a free People : And taught that a proper Medium betwixt an Abject Disposition in a People, on the one Side, and a Spirit of Murmuring and Complaining, upon all Occasions, against the present Government, on the other, is the true Spirit of Liberty.

THE Reason and Passions of Man continually disagree as Enemies, if not taught by early Education to go Hand in Hand. Without Reason we should be most miserable, and without Passions useless.

THE Latter are of admirable Use in Life, and tend many Times to noble Ends ; they lead us to a determinate Course of Actions, suitable to our Condition. It must be confess'd, however, that they lead us into what is of bad Consequence; if they are not kept under exact Discipline.

‘ THE Passions, if rightly regulated, are like a propitious Wind to a Ship at Sea, which guides it into the wish'd-for Harbour ; but if too rough and boisterous, it raises a Tempest, and destroys the Vessel it should preserve.’

YOUTH must be taught, that if Reason is on the Side of their Inclinations, or stands neuter, the Latter may be heard ; but, in other Cases, they must be deaf to their Applications and Solicitations, and strongly guarded against the Emotions of these fierce Companions ; for such they will prove, when they get the Dominion.

YOUTH are the Plants of the rising Generation ; and, as they are cultivated, or suffer'd to run wild, so their different Fruits will prove either a Blessing or a Plague to Mankind. For, in general, if the Culture of their Minds be duly taken Care of, and their Passions determined to their right End, the Public receive such into their Society as inestimable Blessings ; instead of those that are a Dishonour to their Species, a Shame and Nuisance to their Country, and a Curse to their Friends.

It ought therefore to be the chief Scope of Education to teach a Youth what he is, or rather what he is intended to be ; and in what Relation he stands to the Public, and what he may become by proper Culture. Young Minds may be soon instructed in just Notions of Honour and Happiness, by painting out to them, in their proper Colours, the Characters of truly Great and Good Men ; and laying them continually before their



Eyes, as the glorious Marks to be aimed at, and attain'd to, by their *own Struggles*, Education, and Studies.

CONTRASTING the Virtues with the opposite Vices, is the most effectual Way of shewing them, how base and miserable, corrupt and abominable, they may become, through the Deceitfulness of Vice, if they are not upon their Guard against every immoral Solicitation.

CHARACTERS point out the Beauty of Virtue, and Deformity of Vice, much more clearly than Precepts; as a Picture gives a much more lively Idea of any sensible Object than the best Description; and by this Means they establish right *Approbations* and right *Aversions* in their Minds: And thus work into Habit and Temper, that *Divine Ambition of excelling in Virtue*. This, when it is firmly rooted in the Heart, is a living permanent Principle, ever abounding in great and good Deeds; to which all the Happiness in the World is solely owing, and without which, outward Affluence is a Nuisance, a Pest: For every Vice naturally carries along with it something hurtful to Society.

THIS is the Moral Lesson, which every more exalted Example, in the Records of Human Affairs, presents us, in the most striking Light; and which cannot be too early, or too forcibly, inculcated. And when young Gentlemen have well digested it, then are they duly prepar'd and season'd for entering into the World, for becoming Members of Society, and to have the Direction of their own Conduct. But, if they are not thus qualified for the Public; even, when they are Men, they have need of Tutors and Guardians.

THIS was the Science, that was most carefully and early instill'd into the Minds of all the great Examples of Public Spirit, and true Fortitude and Wisdom, amongst the *Greeks and Romans*.

To this Principle was it owing, that so many, in antient Times, were capable of giving Counsel about the most important Public Affairs, and serving their Country in various Capacities. And this, at an Age, when with us, according to the more prevailing Methods of Education, we still excuse *Ignorance and Childishness*, and expect nothing manly.

I SHALL here give the Rules of this *Academy*, by which the Reader may see what is requir'd of each Pupil, when he becomes a Member of this Society.

The

*The RULES of the ACADEMY.*

**I**T is required of all the Pupils of this *Academy*, that they submit to the following *Rules*:

I. THAT they pay a strict Regard to the Instructions of the Masters, and behave with great Decency, and use their utmost Diligence, in the Schools; and, upon all Occasions duly to observe all *Religious and Moral Duties*.

II. THAT they shew an entire Conformity to the Rules, which are, and may be, introduc'd for the good Government of the Whole.

III. IT is requir'd of every Pupil, if he be seventeen Years of Age when he is admitted here, that he give his Parole of Honour, upon what follows.

1. THAT he will not go, without Leave, into a Public-House, or procure strong Liquors of any Sort, nor club towards, or drink any upon any Account, or in any Place whatever.

2. THAT he will not game in any Shape, for more than shall be prescrib'd him.

3. THAT he will not go, without Leave, beyond the Walks prescrib'd, which are a Mile each Way from the Academy, provided the Walk does not lead through a Village.

4. THAT he will not suffer any one, whether upon the first or second Lists, from the oldest to the youngest of the Pupils, to act contrary to the Rules and Orders, without giving Notice thereof in twelve Hours, to the oldest Officer for that Time.

5. THAT he will execute the Office, usually call'd the *Inspector's Office*, in his Turn for the Space of a Week, so as to answer all the good Ends design'd by that Institution. — That he will have no Regard either to the Age or the Fortune of the Offender, or to any Consideration whatever. — That he will take Care that the other twelve Officers do their Duty, according to the Nature of their Office.

6. THAT he will demand, what is usually call'd, the *Permission*, of those Pupils, who are not upon the first List, when they go out of the Walks prescrib'd them; and make Complaints if they have not a *Permission* properly sign'd.

7. THAT upon any public Trial, or private Examination, he will, when properly call'd upon, declare

what he knows relating to the Affair under Examination.

8. (UPON the Consideration of his being excus'd the constant Attendance on the Schools, and on what is commonly call'd the *Public Evening Study*) that he will apply himself to his Studies, or Education, in his own private Room, or one appointed for him; and there continue the whole Time, according to the Design of such Leave to retire, during the usual Hours of teaching in the public Schools. And that he will likewise, during the whole Time of *Public Evening-Study*, continue in his own Room, or a private Room appointed for that Purpose, and there apply himself to some useful Part of Education; and that according to the true Intent of that Institution.

IV. THOSE Pupils here, as they grow up to be seventeen Years of Age, will be admitted to take their *Parole*, to observe the above *Eight Articles*, and of Course they will be put upon the *first List*; provided their Conduct, before that Time, has been such, as their *Parole* may be rely'd on; but not otherwise.

#### PUNISHMENTS on the BREACH of RULES.

(To be varied according to the Nature of the Crime, or the general Character of the Pupil.)

I. TO study two Hours, every Evening for the Space of a Week, under the Direction of proper Masters, who attend the Schools for that Purpose. As this Confinement is to be consider'd as a Time of Probation; of giving the Youth an Opportunity of reflecting upon, and altering his Conduct, and so prevent further Punishment, he will of course, in all Cases, be releas'd from the Evening Schools, at the End of the Week; but his *own Behaviour*, during that Sentence, will determine what is further to be done.

II. THE Power of the Rod shall always be reserv'd, to be made Use of in Cases where the Pupil has behav'd in such a manner, as makes it necessary to prevent greater Evils to himself, to his Fellow-Pupils, his Friends, and to Mankind: Otherwise that ungentle Custom, which often ruins the Minds of Youth, shall be warded off.

III. IF the Pupil be upon the *first List*, and if his Crime ought not to be disregarded, he is not oblig'd to attend the Evening Schools, as above; but he must be confin'd



## ACADEMY at HEATH. 23

confin'd to the Square of the Village upon his Parole, during Pleasure.

IV. BUT if he refuses to send his Parole in Writing, in twenty-four Hours, pursuant to the Order for that Purpose, he will be struck out of the *first List*, and shall never be receiv'd into it again as long as he stays in the Academy.

V. IF he be confin'd to the Square of the Village upon his Parole, and his Conduct be bad during that Sentence, and if proper Admonitions have not the desir'd Effect on him, he shall be struck out of the *First List*, and never more put upon it.

VI. IF a Pupil is so base as to have no Regard to the Promise he has made upon his Honour, in any Case wherein he has engag'd his Parole, he shall, upon the first Fault, lose his Privileges; till a Sense of Shame has made him alter his Conduct, when he shall be restor'd. But a second Breach of Honour disables him from ever enjoying those Privileges again; and he shall accordingly be struck out of the *First List*.

VII. WHEN a Pupil is struck out of the *First List*, he must in all Cases attend the public Schools, and in every other Respect comply with all the Rules, Institutions and Orders, equally with those who are not upon the *First List*. But it were much better for him, in such Circumstances, to desire his Friends to remove him.

VIII. BUT if a Pupil, who is struck out of the List, should continue here and behave ill, his Friends shall be acquainted with his unhappy Behaviour; and they will be requir'd to remove him, if their Admonitions should be disregarded; rather than suffer him to continue his Contagious Example among the Youth here.

FOR, if *infectious Vices* are suffer'd to rage amongst those young Gentlemen, who are desirous of persevering and growing in a Course of Virtue, it is throwing great Difficulties in their Way; it is obstructing their Passage, with formidable Dangers; it is using *Them*, their *Parents*, and the *Public* unworthy of what *they* all have a Right to expect from those, to whom the Care of Youth is committed.

I, for my Part, will steadily, and resolutely, keep up to the Discipline, which I have laid down; that I may contribute my best Endeavours to promote the Cause of *Religion* and *Virtue*.

AND

## 24 *An ACCOUNT of the*

AND, I shall think myself happy, if I can, with the joint Labours of those Gentlemen, who are concern'd with me, in conducting this Undertaking, furnish the *Public in general*, with good and useful Members of Society, and thereby contribute to the Happiness of their *Parents in particular*.

### *The Stated Hours of TEACHING.*

THE Customary Holy-Days in other Schools are not observ'd here, except the Vacations of *Christmas* and *Whitsuntide*. The Hours of Teaching are from Seven o'Clock in the Morning, to Five in the Afternoon, *Wednesdays*, and the Afternoons of *Saturdays*, excepted.

### *The Manner of spending their other Time.*

THE Mornings of *Wednesdays* are appointed to examine into the Conduct of the Pupils; to hear Complaints; to settle Differences; to release some from the Evening Schools, and to sentence others to the same Punishment, &c.

THESE Times are also set apart for the carrying on of Declamations, Disputations, and the like Public Business.

IN order to furnish the Minds of Youth with useful Knowledge, they attend Lectures and Experiments in Astronomy and Philosophy, every *Wednesday* and *Saturday* in the Afternoon; to give them a general View of the Works of God, and to direct their Thoughts to the great End, for which the Beauty, Order, and Riches, which adorn the whole Circle of the Creation, were appointed.

EVERY Evening, the Whole Body of the Pupils (except those who are sentenc'd to the Evening-Schools) assemble in a long Building near the *Academy*, to study or read, under the Inspection of one of the Masters, such Books as the Genius of each Pupil leads him to chuse. And, in order to supply them with a pleasing Variety of Authors, in all Parts of Learning, History, Voyages, Travels, &c. they have Recourse to the Public Library, consisting of upwards of fifteen hundred Volumes.

AND on the Evenings of *Sundays*, they have the Choice of Books suitable to the Day, in Divinity, Sacred History, and Discourses on Practical Subjects. The elder

## ACADEMY at HEATH. 25

elder Sort of Pupils have Discourses on Moral Philosophy read and explained to them.

EVERY Pupil, that is capable, is requir'd to give an Account, in Writing, of the Author he has read; what Judgment he has form'd of the Design, and of the Instruction to be drawn from it, before he enters upon a fresh Author. By this Means, as he will enrich his Mind with useful Thoughts, so he will also be in a proper Way to gain an Elegancy in conveying his Mind, by Discourse or Writing.

AND those of the younger Sort of Pupils, who are not capable of giving pertinent Epitomes, and of making proper Reflections on what they read, are yet requir'd to tell the Story; and have proper Directions given them, to methodize the Relations they give.

THE Hours appointed for Dancing, Music, and the like Accomplishments, do not in general interfere with the stated Hours of Teaching in the Schools. And the Variety of their Studies, and Exercises, are so laid out, as to be a Kind of Relief to them.

AND this may be said, in general, that where the whole Circle of Sciences is taught, there a Youth may be continually entertain'd, at proper Times, with the Improvement of his Mind: And when the Study of, or Application to, one Science becomes dull, and palls upon his Mind, he may find a fresh Recreation in another; till at last his Genius may fix him upon his favourite Study.

THOSE Pupils, who have laid a good Foundation in the *French* Language, under the Care of the principal *French* Master, and are pretty well acquainted with two or three of the best Writers of that Nation, attend at some vacant Times a Native of that Country, appointed for that Purpose, in order to enable them to speak that polite Language with Ease and Fluency.

IT must be observ'd, that tho' Youth are very much employ'd in different Arts and Sciences, Languages and Accomplishments, &c. yet they have sufficient Time allow'd them to indulge the innocent, sportive Humour, so natural to the younger Sort; and to relax and unbend the Mind in others, and exercise the Body, by agreeable Walks, and manly Diversions.

TERMS





**TERMS for Instructing the YOUTH,  
at this ACADEMY.**

**E**VERY Pupil, when he is admitted in the Academy, pays One Guinea towards the Expence of the *public Apparatus* and *Machines* here: Among the Number of which is a beautiful *Orrery* of the largest Size, and, by the ingenious Improvements lately added, it answers all the Purposes of a *Planetarium*, and in a much better Manner; so that it may be reckon'd one of the completest *Machines* that ever was made, for the Purpose of forming the Minds of Youth in their most early Years to that Study: And in general, the whole Apparatus is curious, and complete, and every Way adapted to the Abilities of the Pupils here, from Man's Estate to eight Years of Age.

THIS *public Institution*, for the Benefit of the whole Body of the Pupils in general, is professedly to *instruct* them all betimes, in those Parts of Knowledge, so generally neglected, though of great Importance to them. And in order to this, *public Lectures*, are carried on here, at leisure Hours; but without any further Expence to Parents.

EVERY Pupil, therefore, will be desir'd to attend the *Instruction*, at leisure Hours; and when he has gone over one Course, it will again be exhibited in the same Manner, without Intermission; so that a Youth will, as long as he continues here, have the Opportunity of attending these Lectures; and this in order to impress the Subjects deeply in his Mind, as they will be of more or less Consequence to him, in whatever Part of Life he may be design'd; and as they have their own intrinsic Excellencies, and happily tend to inspire him with becoming Sentiments of the Divine Being.

AND that these Instructions may be the better adapted to the young Gentlemen, as their different Ages and Abilities, from Man's Estate to eight Years of Age, are capable

## ACADEMY at HEATH. 27

capable of, the *Pupils* are divided into several Classes; and are all encourag'd freely to speak their *own Thoughts* on the Subject, in order that they may be assisted in their Conceptions and Expressions.

YOUTH in general, in their tender Age, are more capable of receiving Instruction in the easier Parts of Geography, Astronomy, and Pneumatics, by the Globes, Orrery, and philosophical Instruments, than many People are apt to imagine. If what I have found by Experience will be of any Weight, I can with great Integrity say, that even the youngest Boys, who shew little or no Genius for either *English* or their *Accidence*, enter with Ease into these pleasing Studies, and discover some Eagerness to be better acquainted with the Motions and Magnitudes of the Heavenly Bodies. This early Inquisitiveness, if properly cultivated, has a natural Tendency to put them upon enquiring, How these Things began at first to be? And who was the *Great Author* of so much Magnificence? For what Purpose? And what Relation they bear to our Wants? And so discover a *Glorious God*, by his wondrous Works!

- “ *Delightful Task! To rear the tender Thought,*
- “ *To teach the fair Idea how to shoot,*
- “ *To breathe the enlivening Spirit, and to fix*
- “ *The generous Purpose in the glowing Breast!*

UNDER the following Heads, I shall place those Branches of Education, that are most necessary for each Part of Life, and the Terms for Teaching those Articles: But whether the Youth learns all, or only one of those Articles, he pays the same. And where Mention is made of Astronomy and Natural Philosophy, it is to be understood, that the Geometrical Part of Astronomy, and the Mathematical Calculations in Natural Philosophy, are taught in the Schools, to finish off those in Experimental Philosophy, who are grown up to a proper Age, and are to be paid for accordingly. It must likewise be understood, that the *Principles of the Mathematics and Natural Philosophy*, mention'd under the Head of the *Universities*, are not taught for those Terms, to the Pupils, who are not design'd for College: But on the contrary, those who study those *Principles*, or their *Application* to the *Mathematics* and *Natural Philosophy*, must pay according to what is fix'd

## 28 *An ACCOUNT of the*

to the respective Heads, under which they are mention'd. It is also to be observ'd, that upon whatever Terms a Youth is at first admitted, he will have the Liberty, at the same Time, of entering upon Dancing, at the easy Rate of *Twenty-Eight* Shillings a Year: But then he must continue thereon, either to be under the Dancing Master's Instruction, or to pay the above Sum of *Twenty-Eight* Shillings, during the whole Time he (the Youth) stays in the Academy. And if he does not, at first, enter to Dancing, as above, he must pay what is mention'd in the Terms, in Proportion to the Time he learns.

### *For the UNIVERSITIES.*

**E**NGLISH-Grammar, Latin, Greek, a Course of *English Classics*, Geography and Chronology.—Care will be taken to teach Young Gentlemen to read, in *French*, the masterly Criticisms of the *French Writers* on the *Classics*.

AND, in order to prepare Youth for the *ordinary Lectures* in the Mathematics and Natural Philosophy in the Universities; during the Study of the *Classics*, may be carried on, at proper Hours, the *Principles of the Mathematics*, and *Natural Philosophy*.—Two Guineas *per Annum*. Entrance Half a Guinea.

### *For BUSINESS.*

*English-Grammar*, Latin, *French*, Writing, a Course of *English Classics*, Arithmetic Vulgar and Decimal, the *Italian Method* of Book-Keeping in three Balances, the Computation of Exchange, the Use of the Terrestrial Globe and Maps; the Law-Hands; Book-Keeping adapted to a Stewardship; Mensuration and Surveying; the Valuation of Estates, Annuities and Reversions.—Two Guineas *per Annum*. Entrance Half a Guinea.

### *For the ARMY and NAVY.*

A COURSE of *Mathematics* and *Philosophy*, adapted to the Gentlemen of the Army and Navy, *viz.* Geometry, Trigonometry, Geography and Astronomy; Navigation in all its several Kinds; Natural Philosophy, Fortification and Gunnery; with *French* and Drawing



## ACADEMY at HEATH. 29

ing.—Five Guineas *per Annum*, including the *Classics*. Entrance One Guinea.

### For a GENTLEMAN.

DURING the Study of the *Classics*, and when Geography and *French* are pretty well master'd; may be carried on in their Order; Geometry, Astronomy, Mechanics, Hydrostatics, Pneumatics, Optics, Ethics, Logic, Metaphysics, and Drawing.—Five Guineas *per Annum*, including the *Classics*. Entrance One Guinea.

YOUTH are also taught the other modern Languages, for Two Guineas *per Annum*, each; and Half a Guinea Entrance, to each Language. Fencing, Half a Guinea *per Month*; and Half a Guinea Entrance. Going through a Course of *Experimental Philosophy*, Two Guineas. Dancing, One Guinea *per Quarter*. Music, One Guinea *per Quarter*; and Half a Guinea Entrance.

BOARDING, Ten Guineas *per Annum*.

## GENERAL TERMS.

I. THAT Youth may be train'd up in all the Graces and Ceremonies of genteel Behaviour and Carriage, as well as what merely relates to Dancing, those Parents who are willing to be at the Expence, may enter their Sons to be Boarded and Taught all the Articles under the Heads of *the Universities and Business*, with all the Assistance that a good Dancing-Master can give them, for Fourteen Pounds a Year.—Entrance Half a Guinea.

II. THOSE Pupils, who are design'd for the Army and Navy, may be Boarded, and Taught all the Articles, which are under that Head, with Dancing and Fencing, for Twenty-One Pounds a Year, with the usual Entrances.

III. A YOUNG Nobleman or Gentleman, may have a single Room to himself, be Boarded, found with Tea, sup at a private Table with the Family, and Taught by the best Masters, the Antient and Modern Languages,

### 30 An ACCOUNT of the

the Mathematics and natural Philosophy, Fortification and Gunnery, Moral Philosophy, Logic, and Metaphysics; with Dancing, Fencing, Music, and Drawing, for Thirty-Five Pounds a Year, with the usual Entrances.

IV. AND if he brings a Tutor with him, the additional Expence will be Fifteen Pounds a Year.

EVERY Pupil, when he enters, deposites the Amount of Six Months Boarding and Teaching, according to the Terms he enters upon, or the Station of Life for which he is design'd: And for this his Friends receive a printed Promissary Note, properly sign'd, That the *Deposite-Money* shall be allow'd in the last half Year's Account, when he leaves the Academy: Or, in case he should not stay six Months from his Entrance therein, or from paying any future half Year's Account, that such Part of the Money so deposited, as exceeds what may be due, shall be return'd to his Friends.

FOR the Use of a Library, consisting of above 1500 Volumes, adapted to the different Abilities of the Pupils: From Two Shillings to Eight Shillings a Year, according to their respective Ages.

It must be observ'd that Washing is not included in the Board: The usual Price is Fourteen Shillings a Year for the younger Sort of Pupils, for which they have three Shirts a Week. Each Pupil finds his own Sheets alternately with his Bedfellow. Other usual Expences, not mentioned in the Terms, may amount to about Eight Shillings a Year; such as Fires in the public Schools, Candles to read by at public Study, &c.

As Parents have an undoubted Right to expect from those, to whom they commit the Care of their Sons, the utmost Frugality, in providing them with every Thing that may be necessary, either in Apparel, Books, &c. it may not therefore be impertinent, to say a Word or Two concerning the Tradesmen's Bills.

IN the first Place, All possible Care is taken that the Pupils do not run into Debt, without proper Leave: And when any Article small or great is bought, the young People insert the Sum in their *Memorandum* Books, which are kept in an Alphabet for that Purpose. There can be no Imposition in this Affair, as the Pupils enter every Thing with their own Hand; for by this Means, the Parents may, at any Time, compare the  
Accounts

## ACADEMY at HEATH. 31.

Accounts kept by their Sons, and those sent to them from the *Academy*.

THE Tradesmen have the Whole of what they charge, which is always at the lowest Prices; and the Parents have no Addition made to any one Article whatever: And this is no more than common Justice.

To prevent the Confusion, Loss, and Inconvenience that may arise, by Pupils paying or pretending to pay their own Bills, the Tradesmen make the Master of the *Academy* Debtor for whatever is sold to the young Gentlemen; and these Tradesmen have no Sort of Demand on the Parents; and therefore Receipts from the former are unnecessary.

AND in general, nothing is given into the Possession of a careless, extravagant Youth, when, upon Experience, he is discover'd to have no Conduct in those Particulars.

THAT the foregoing Pages give a faithful Account, several Gentlemen, in different Parts of *Great Britain*, are ready to testify; and to do Justice to the *Academy*, when they are applied to by any of the Nobility and Gentry.

F I N I S.





BOOKS lately published,

## I. A SYSTEM of GEOGRAPHY.

Exhibiting the Climate, Division, antient Geography, Government, Trade, &c. of each Empire, Kingdom, and State in the known World: With the Manners and Customs of their Inhabitants.

To which is prefixed, an Introduction to the Mathematics, viz. to the Theory of the Principles of Arithmetic, Algebra, Geometry, Plain Trigonometry, Projection of the Sphere, Spherical Trigonometry, and Astronomy.

## II. An INTRODUCTION to HISTORY, Antient and Modern,

Wherein the Rise and Fall of States and Empires, from the earliest Account to the present Times are pointed out; as also, the principal Revolutions and Alterations of Government, particularly those of the English Nation. Design'd chiefly for the Instruction of the Youth of this Academy.

## III. A COURSE of LECTURES

I N

The most easy, useful and entertaining Parts

O F

1. Geography, Astronomy, Chronology, and Pneumatics;

Which are read and explain'd to the Pupils of this Academy.

23 AU 65

And in the P R E S S,

## IV. A COURSE of LECTURES

I N

The most easy and useful Parts

O F

2. Mechanics, Hydrostatics, Optics, and Physical

Astronomy.

3. Moral Philosophy, Logic and Metaphysics;

Which are read to the Pupils of this Academy.

By J. R A N D A L L,

Master of the Academy.

2/11 64

